

# Welcome to Today's Webinar

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- Thank you for joining us – we are waiting for all attendees to log in. This webinar is meant to be heard over your computer speakers. Please check your computer speaker volume.
- We will begin the webinar promptly at 3 p.m. EST
- For this webinar, the audience is muted, so please feel free to use the Chat panel to post questions at any time. Questions will be answered live (if time permits), or via e-mail.
- This session will be recorded, and an archived copy will be available at [www.careertech.org](http://www.careertech.org)
- Once we begin, if you are not able to hear the audio over your computer, you can dial in directly by calling 866-432-9903, press 3, and enter meeting number 206 641 589. password: ncac

# Thanks to Cisco for Your Support

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# Our speakers today...

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- Host Sandra Mittelsteadt, Project Leader, *National Career Academy Initiative*
- Moderator Jan Struebing, Executive Director, *National Career Academy Coalition*
- Ruthe Ashley, President & Founder, *Diversity Matters*
- Leah Casey, Program Manager, Community Relations, *Pacific Gas & Electric*



# CALIFORNIA PARTNERSHIP LAW ACADEMIES



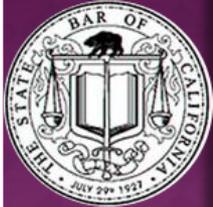
A Partnership of:

The State Bar of California  
&

The California Department of Education

# STATE BAR OF CALIFORNIA

## 2004 Long Term Strategic Plan



### Values Statement:

The State Bar of California believes in Diversity and Broad Participation in Bar Membership and Leadership.

### Goals and Strategies:

#### *5.1 Diversity of Bar Membership.*

Encourage individuals of diverse populations to seek and qualify for admission to the practice of law in California, and once admitted, to remain in active practice.

# CALIFORNIA DEPARTMENT OF EDUCATION

More than **6 million** students attend a public school in California.

California has **1.5 million more** students than Texas, the next largest state.

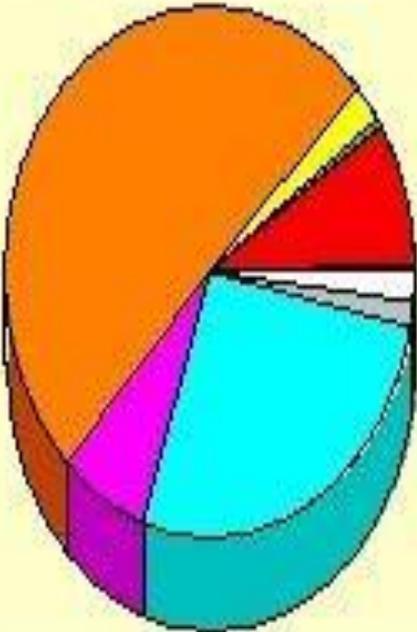
**More than half** of the state's students are enrolled in schools in five of its 58 counties: Los Angeles, Orange, San Diego, Riverside, and San Bernardino.



# ETHNICITY OF STUDENTS



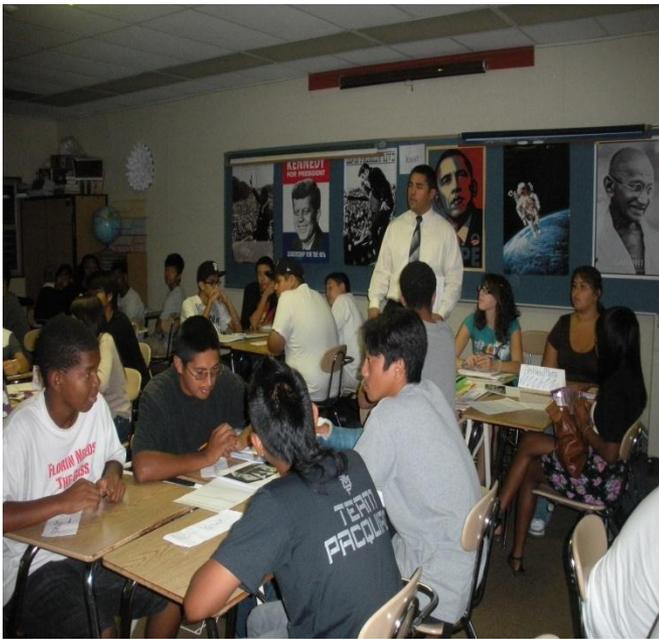
**State Enrollment**



0.7	American Indian or Alaska Native
8.5	Asian
0.6	Native Hawaiian or Pacific Islander
2.5	Filipino
50.4	Hispanic or Latino
6.9	Black or African American
27	White
1.6	Two or More Races
1.8	None Reported

# STUDENTS OF COLOR

**The percentage of Hispanic students continues to grow while the percentages of African-American and white students have declined. Remaining fairly constant is the percentage of students of Asian, Pacific Islander, and Philippine descent.**



# THE PARTNERSHIP

The *legal profession* seeks diversity among future practitioners by creating a **DIVERSITY PIPELINE** from pre-school into the profession.

The *CDE* is responsible for educating California's children in a state that is richly diverse in its population.



# THE PIPELINE INTO THE LAW

The **California Partnership Academy** model provides an excellent avenue for the profession's desire for diversity in the profession.



# CALIFORNIA PARTNERSHIP ACADEMIES (CPA)

- Created by the California legislature in 1984. (*Education Code Section 54690 – 54697*)
- Over **500** current academies in up to **15** industry partnerships including finance, health, green technology, etc.
- Graduating students are *college ready* and *work ready*.
- Requires a true partnership with the legal profession and school district (100% match).
- Funded, supported and monitored by the California Department of Education.



# A CPA IS.....

- **3 year high school program in the public school system.**
  - grades 10-12
- **School-within-a-school structure to create small learning communities.**
- **Career theme.**
- **Academic and career technical courses with curricular integration.**
- **Partnership between the CDE, school districts and individual public high schools, an industry, and post-secondary education**



# FILLING THE DIVERSITY PIPELINE

CPA's are in public  
high schools of  
350+ students.

50% of the entering  
Academy students  
must be "at risk."



# 50% AT-RISK REQUIREMENT

An "**at-risk**" pupil is indicated by at least *three* of the following criteria:

- ⦿ Irregular attendance
- ⦿ At least one-third of a year behind in credits
- ⦿ Low motivation
- ⦿ Disadvantaged economically
- ⦿ Scoring below basic, or far below basic in English or Math on CA Standards Tests
- ⦿ GPA of 2.2 or below





# THE RESEARCH

# 2008 MDRC 8-YEAR STUDY

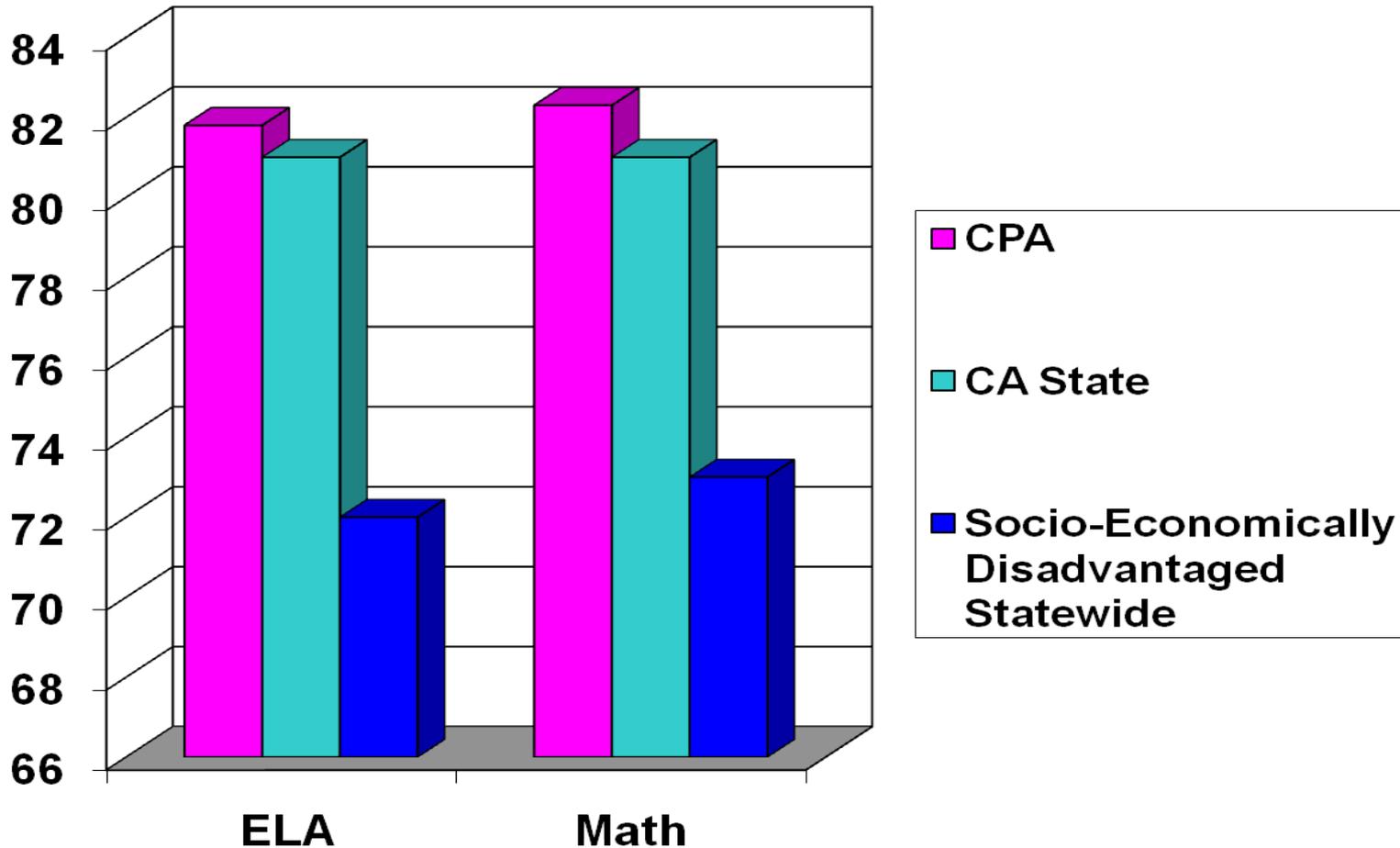
**Students were RANDOMLY assigned.**

**Academy students were more likely to:**

- Complete graduation requirements.
- Have significant, sustained increase in post-high school employment rates and earnings,
- Without reducing chance of going to or completing college or credential.



# CA HIGH SCHOOL EXIT EXAM, 2009-10, COMPARISON: CPA, STATEWIDE, DISADVANTAGED

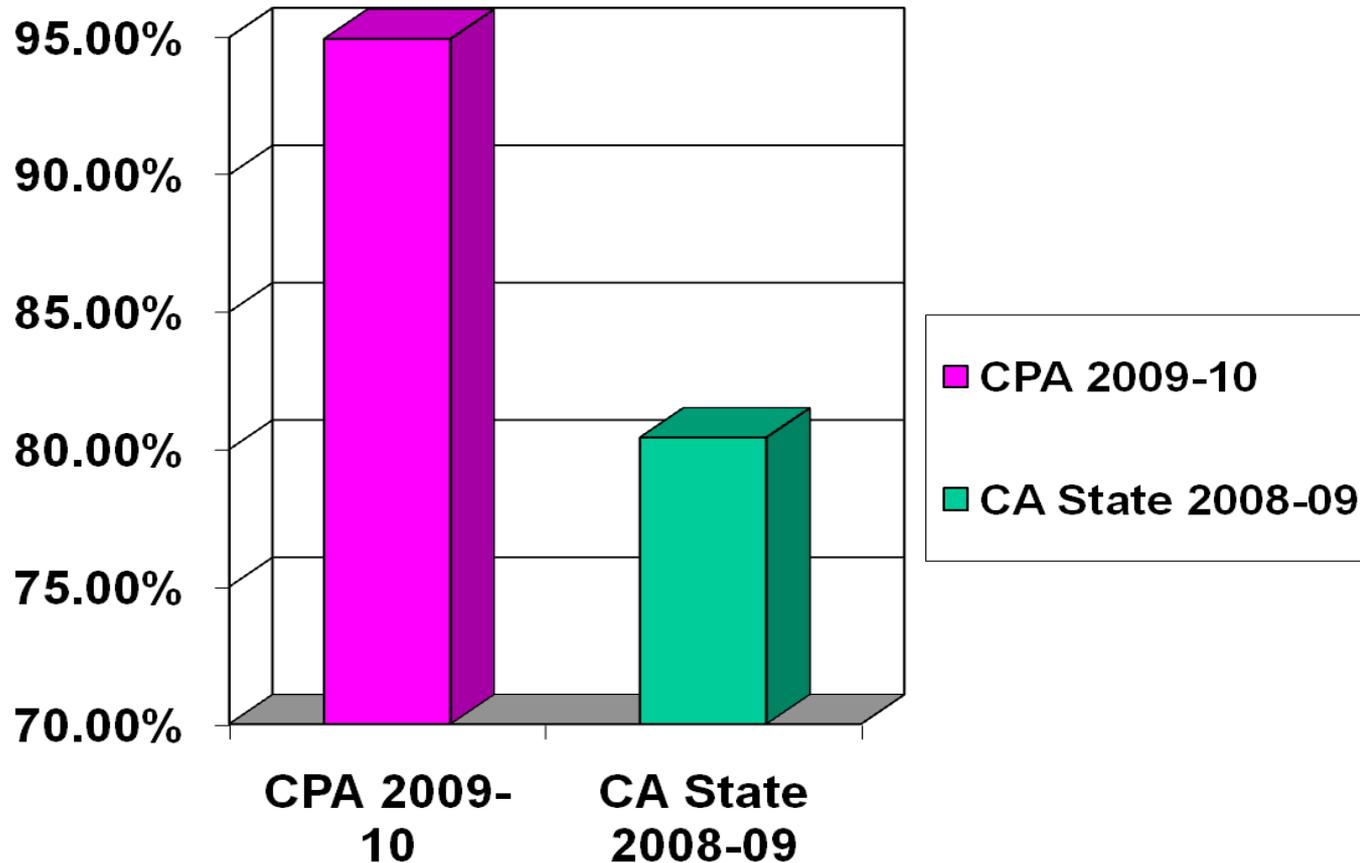


	ELA	Math
CPA	81.8	82.3
CA State	81	81
Socio-Econ. Disadvantaged	72	73



# GRADUATION RATES -

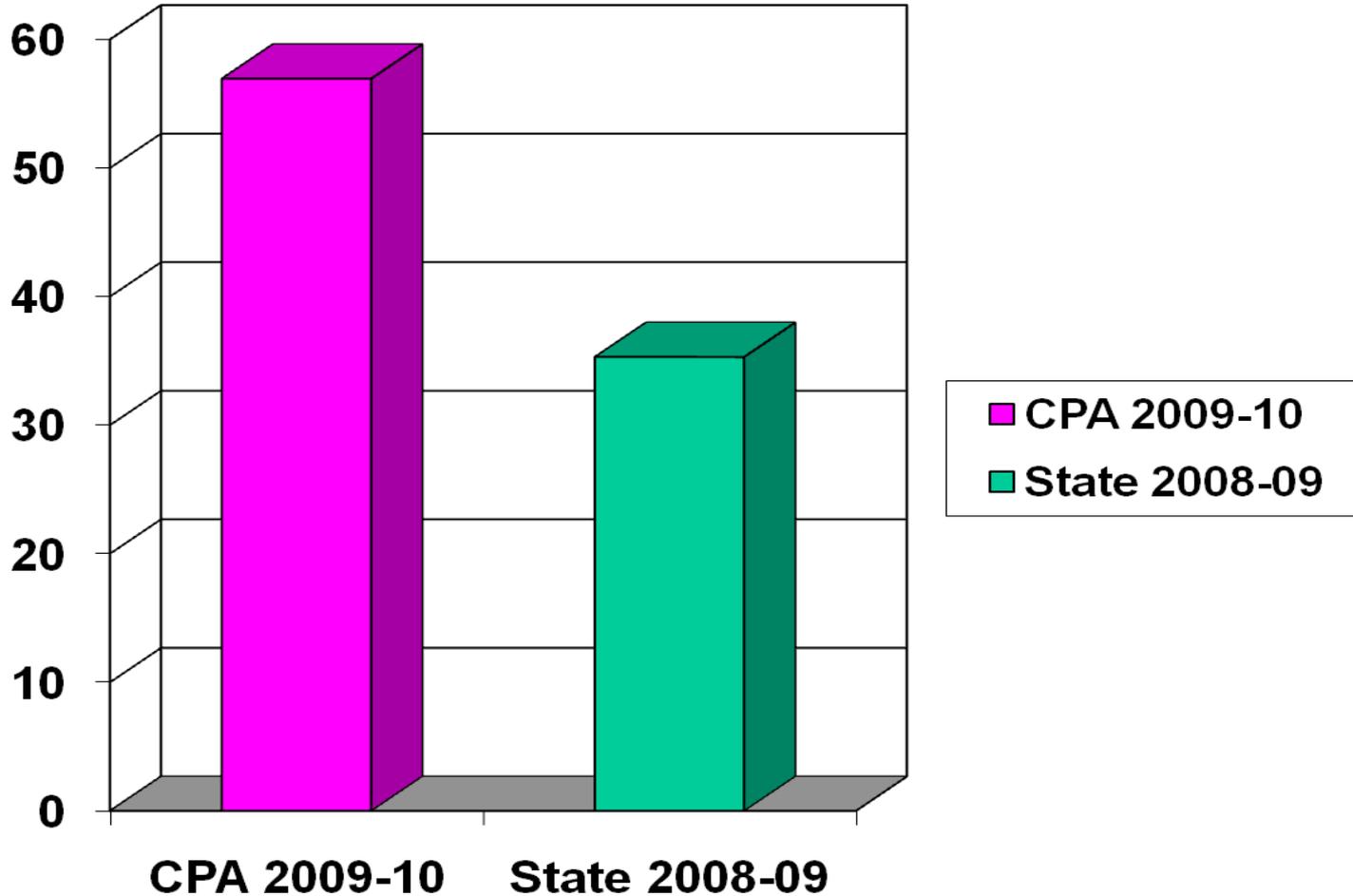
## # Graduates/12<sup>th</sup> Grade Enrollment



	CPA 2009-10	CA State 2008-09
<b>12th Grade Grad.</b>	<b>94.94%</b>	<b>80.43%</b>



# PERCENT GRADUATES MEETING UC/CSU A-G COLLEGE ENTRANCE REQUIREMENTS

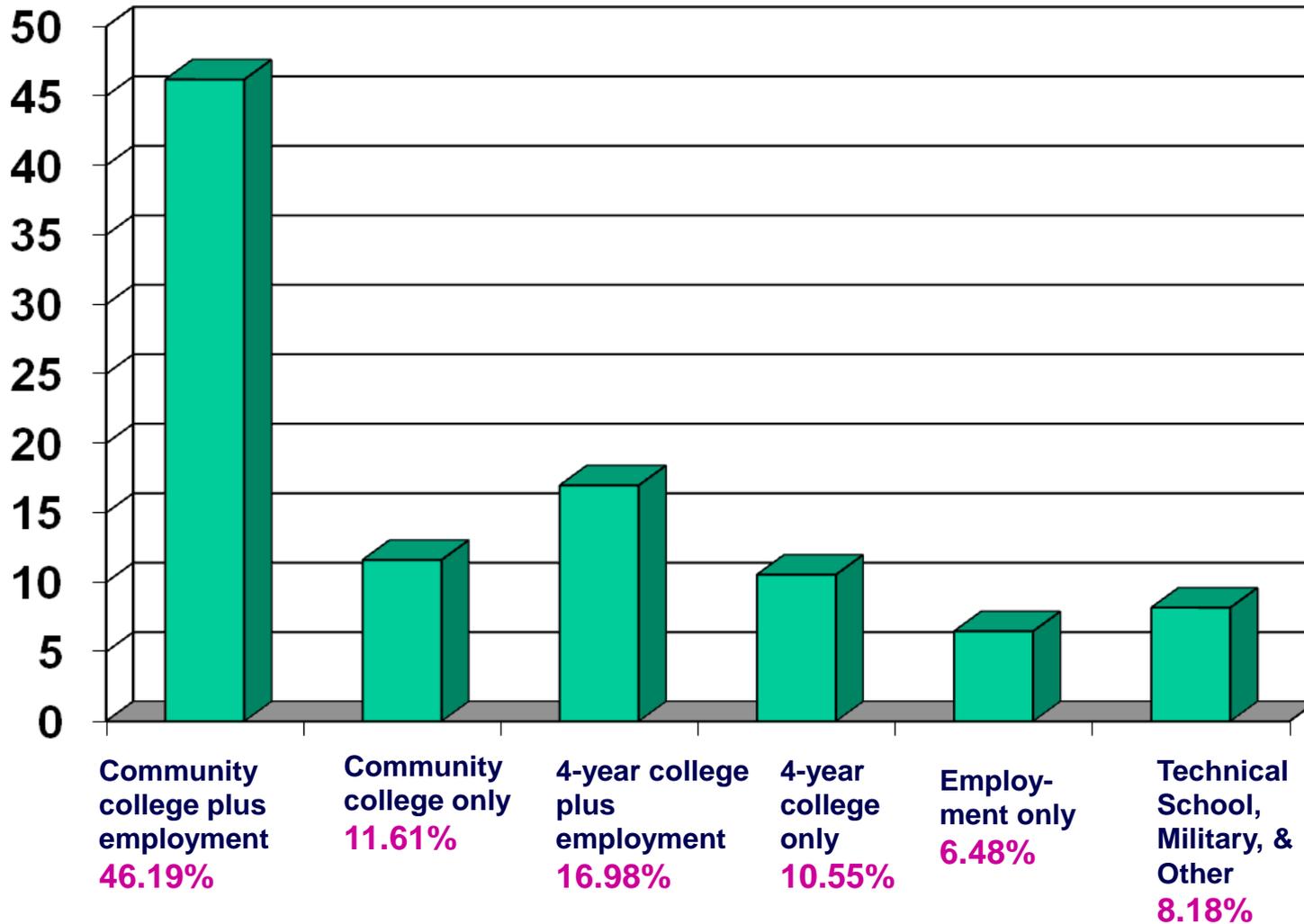


	CPA 2009-10	State 2008-09
<b>A-G UC/CSU</b>	<b>56.95</b>	<b>35.3</b>



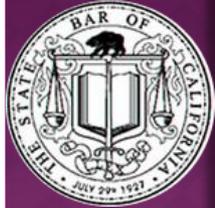
# POSTSECONDARY PLANS OF CPA SENIORS, 2009-10

■ Percentage of Students



# TYPICAL CPA SCHEDULE

GRADE	Grade 10	Grade 11	Grade 12
	<i>Classes limited to Academy Students</i>		
ACADEMIC	English	English	English
ACADEMIC	World History	U.S. History	Gov't./ Econ.
ACADEMIC	Science or Math	Science or Math	
CAREER TECHNICAL FOR LEGAL PROFESSION	<b>Explore/Set Foundation: Career Options</b>	<b>Prepare: Workforce Skills &amp; Knowledge</b>	<b>Experience: Internship, College Apps, Dual Credit</b>
CURRICULAR INTEGRATION	Academic & Career Connections / Interdisciplinary Projects		



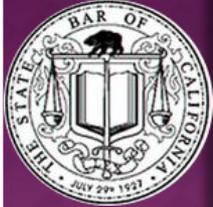
# STUDENT SELECTION



## Students Are:

- Recruited
- Volunteer
- Recommended
- Interviewed
- Selected

**PARENTS MUST GIVE  
PERMISSION TO  
PARTICIPATE.**



# TEACHING TEAM

## HIGH SCHOOL

Voluntary

Stays with the students  
10-12 grades

Interested in legal  
profession as a career  
pathway

Works as a team with  
the legal profession

## LEGAL PROFESSION

Voluntary

Interested in working  
with diverse students

Committed to filling the  
pipeline into all areas  
of the legal profession

Teams with the teachers





# THE SOLUTION

THE STATE BAR'S FIRST "BOOTS  
ON THE GROUND" PROGRAM  
FOR PUBLIC HIGH SCHOOL  
STUDENTS GRADES 10-12.

# CALIFORNIA LAW ACADEMIES STRATEGIC TASK FORCE (CLAS)

**Created in 2010 to  
build the first six law  
academies of this  
partnership between  
the bar and the CDE.**

**6 Regional Teams in  
these school districts:**

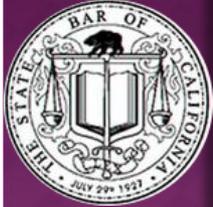
**San Diego, Orange County, Los  
Angeles, W. Contra Costa, Elk  
Grove and Sacramento**



# MEMBERS OF CLAS

## Representatives from the

- Bench
- Bar
- Law Schools
- Corporations
- School Districts
- High School Administrators/educators
- Colleges and Universities
- State and local government
- Business and community partners



# LAW ACADEMIES



## **Crawford High School**

(San Diego County)

## **De Anza High School**

(W. Contra Costa County)

## **El Dorado High School**

(Orange County)

## **Florin High School**

(Sacramento County)

## **McClatchy High School**

(Sacramento County)

## **Woodrow Wilson High School**

(Los Angeles County)





GET  
INVOLVED

# BE PART OF YOUR REGIONAL TEAM

1. **Advisory Council.**
2. **Regional Committees including curriculum, mentor, internship, outreach, etc.**
3. **Work closely with the teaching team from your high school.**
4. **Plan and participate in off-campus field trips.**
5. **AND MORE.....**

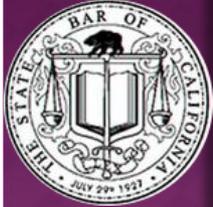


# BE A MENTOR

**In the 11<sup>th</sup> grade, each  
Academy student  
has a mentor.**



# Mentor Program



# CREATE AN INTERNSHIP OPPORTUNITY

- ◉ Occurs during the summer following the junior year or during the senior year.
- ◉ Require that students apply for positions as they would in the open market.
- ◉ Focus on understanding of the career field from a participant point of view
- ◉ May be paid or unpaid





# Internships



# PARTICIPATE IN MOTIVATIONAL ACTIVITIES

**Be a:**

- 1. Speakers or co-teacher**
- 2. Field Trips**
- 3. Career Related Events and Competitions**
- 4. Social Events used to promote Leadership Skills Development**
- 5. Community Service**
- 6. Awards & Recognition**
- 7. Team Building**
- 8. Parent Participation**



# SPEAKERS

Administration of Justice Academy  
Montgomery High School, San Diego



# FIELD TRIPS



Future Academy (Education), San Lorenzo USD  
S.F. Mexican History through murals tour



Administration of Justice Academy,  
Montgomery High School, San Diego



Galt High School Academy of Agriculture  
Lumber processing technology



Lompoc STaRS Academy (Science,  
Technology & Robotics) Vandenberg AFB –  
Minuteman Missile



**Chico ACE LIFE  
Education and Human Services  
Academy**

**Community Service**

**Colusa Environmental  
Services Academy**



**Computer Careers Academy at Marshall  
Fundamental School in Pasadena – Ropes Course**



10/21

# Team Building



**Lompoc, STaRS Academy  
(Science Technology and Robotics)  
9 person circular cycle**



**Oak Grove Academy of Business & Finance  
East Side Union High School District**



**Parent Participation**



**Education and Human Services Academy  
John W. North High School**



# HOW IS ALL THIS FUNDED?

**Education Code Section  
54690-54697**

**Prop. 98 provides the  
funding under the State's  
general fund.**

**All State–provided funding  
can ONLY be used for the  
Academy.**

**The LEGAL PROFESSION and  
the SCHOOL DISTRICT  
must provide matching  
“funds.”**



# EXAMPLES OF THE LEGAL PROFESSION MATCH

- ◉ Serve on an **Advisory Committee**
- ◉ Help develop/access career technical **curriculum**
- ◉ Provide **speakers** for Academy classes
- ◉ **Host field trips** giving a perspective of workplace
- ◉ Provide **mentors** who serve as career-related role models and personal points of contact
- ◉ Provide **job shadowing, internship, and other work experience opportunities**



# AND MORE.....

- ⦿ Serve as **visiting educator** for technical instruction.
- ⦿ Provide student **scholarships**.
- ⦿ Provide **equipment and technology**
- ⦿ Provide **externships for academy staff**.
- ⦿ Provide **additional funds** for academy.
- ⦿ Sponsor students to career-related **events and competitions**.

*(Average valuation per hour is \$75/Hour)*



# FUNDING LEVELS

YEAR	GRANTS	PER STUDENT	QUALIFIED STUDENTS	MATCH REQUIRED
PLANNING	\$15,000			No
10 <sup>TH</sup> GRADE	\$42,000	\$1,400	30	Yes
11 <sup>TH</sup> GRADE	\$71,000	\$1,200	60	Yes
12 <sup>TH</sup> GRADE	\$81,000	\$900	90	Yes



# CURRICULUM SCHEDULE

COURSE	GRADE 10	GRADE 11	GRADE 12
Academic	English	English	English
Academic	World History	US History	Govt/Econ
Academic	Science or Math	Science or Math	
Career Technical <b>LAW</b>	Explore/Set Foundation: <i>Career Options</i>	Prepare: <i>Workforce Skills &amp; Knowledge</i>	Experience: <i>Internship, College Apps, Dual Credit</i>



# CURRICULUM INTEGRATION

**Academic and Career  
Connections  
through  
Interdisciplinary  
Projects**



# CURRICULUM & INSTRUCTION

## **10<sup>th</sup> Grade: Foundation Course (Explore):**

- “Law and Justice”
  - Education Development Center (EDC)

## **11<sup>th</sup> Grade: Concentrator Course (Skills):**

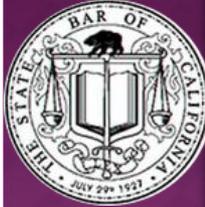
- Determine appropriate skill focus
  - Paralegal/Legal Assistant
  - Court Interpreter
  - Court Clerk
  - Court Recorder
  - Other
- “Law and Order” continue with EDC course sequence

## **12<sup>th</sup> Grade: Capstone Course (Experience)**

- Continue Skills Instruction
- Internship
- Community Service



# THE FINAL PRODUCT!!



# Educating for Careers California Career Pathways & California Partnership Academies Annual Conference!

- February 13 - 15, 2012
- Sacramento Convention Center
- Sheraton Grand & Hyatt Regency Hotels,  
Sacramento
- <http://2012.ccpc-conference.net/>





## **CAREER ACADEMIES AT THE CAPITOL SACRAMENTO, EVERY SPRING**

### **Mission:**

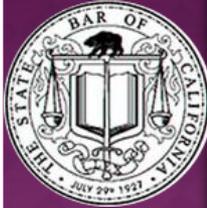
- ◉ **To advocate for California Partnership Academies.**
- ◉ **To publicize the successes of California Partnership Academies.**
- ◉ **To educate students and teachers about the legislative process.**

**<http://www.careeracademiesatthecapitol.com>**



# RESOURCES

- ◉ State Bar of California CLAS  
[www.calbar.ca.gov/](http://www.calbar.ca.gov/)
- ◉ California Department of Education CPA Web page  
[www.cde.ca.gov/ci/gs/hs/cpagen.asp](http://www.cde.ca.gov/ci/gs/hs/cpagen.asp)
- ◉ California *Education Code*:  
<http://www.cde.ca.gov/re/lr/cl/>
- ◉ Career Academy Support Network:  
<http://casn.berkeley.edu/cpa.php>
- ◉ Educational Development Center (EDC)  
Law and Justice Curriculum  
<http://lawandjustice.edc.org>



# CONTACT US

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**Ruthe Ashley**

*Chair, California Law Academy Strategic (CLAS) Task Force*

[rutheashley@gmail.com](mailto:rutheashley@gmail.com)

\* \* \* \* \*

*California Department of Education*

**Karen Shores**

*Education Programs Consultant*

High School Transformation Unit

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# New Energy Academy

Educating for a sustainable future

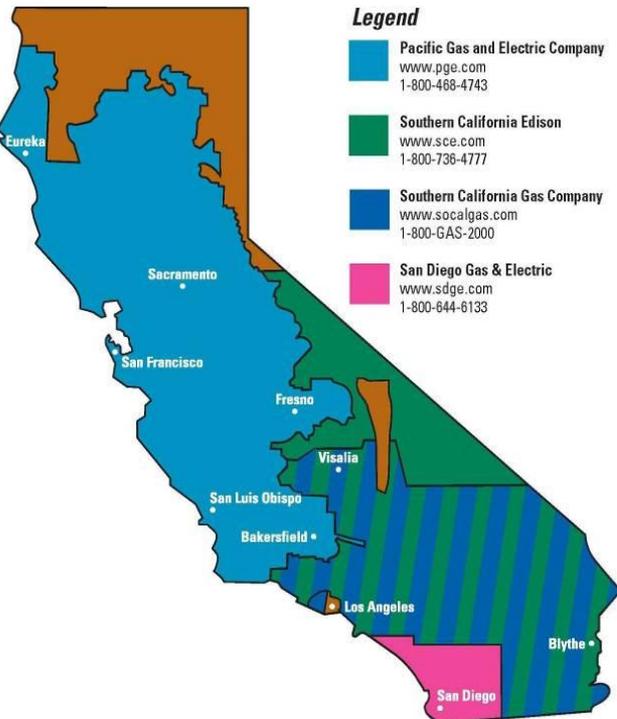
<http://www.pge.com/about/community/education/newenergyacademy/>

In partnership with



# About PG&E and Our Business

- PG&E Corporation is an energy holding company based in San Francisco
- PG&E Corporation's core holding is Pacific Gas and Electric Company
- What we do:
  - Deliver safe, reliable, and environmentally responsible gas and electricity to approximately 15 million Californians



Employees	20,000+
Electric and gas distribution customers	5.1 MM electric 4.3 MM gas
Electric transmission circuits	18,610 miles
Gas transmission backbone	6,136 miles
Owned electric generation capacity	6,000+ MW
Total peak demand	20,000 MW

Serve 5% of the U.S. population but emit less than 1% of the total CO2 emitted by the utility sector

# New Energy Academy: Why is PG&E Involved?

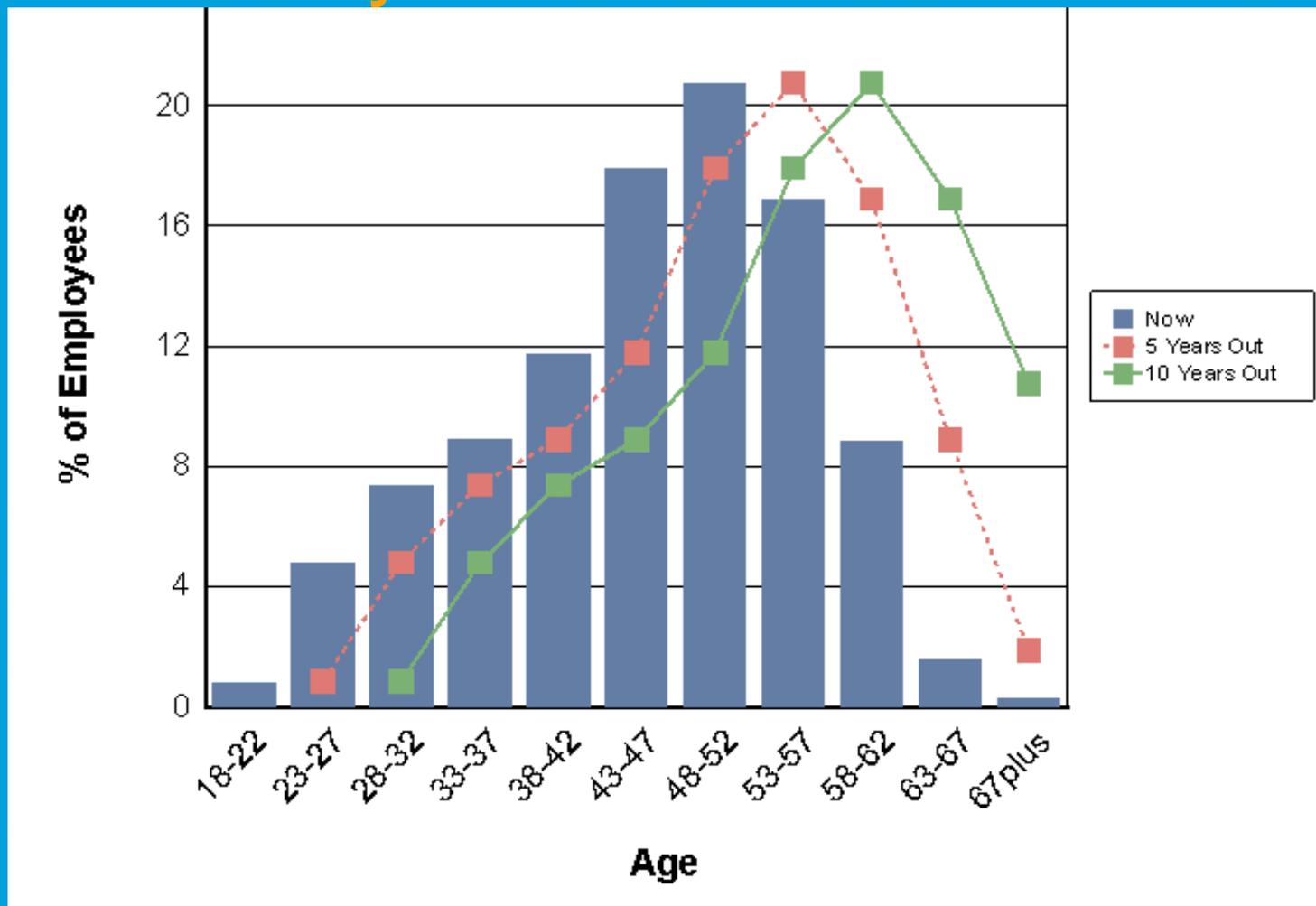
## Vision:

- Foster students who are knowledgeable about energy
- Make students aware of all career opportunities in the utility and energy field
- Generate a workforce development pipeline

## Objectives:

- Increase the number of students, including underrepresented youth, who graduate from high school prepared to enter the workforce and/or college
- Raise student attendance and GPA
- Increase the number of qualified candidates for the industry

# Utility Workforce Trends



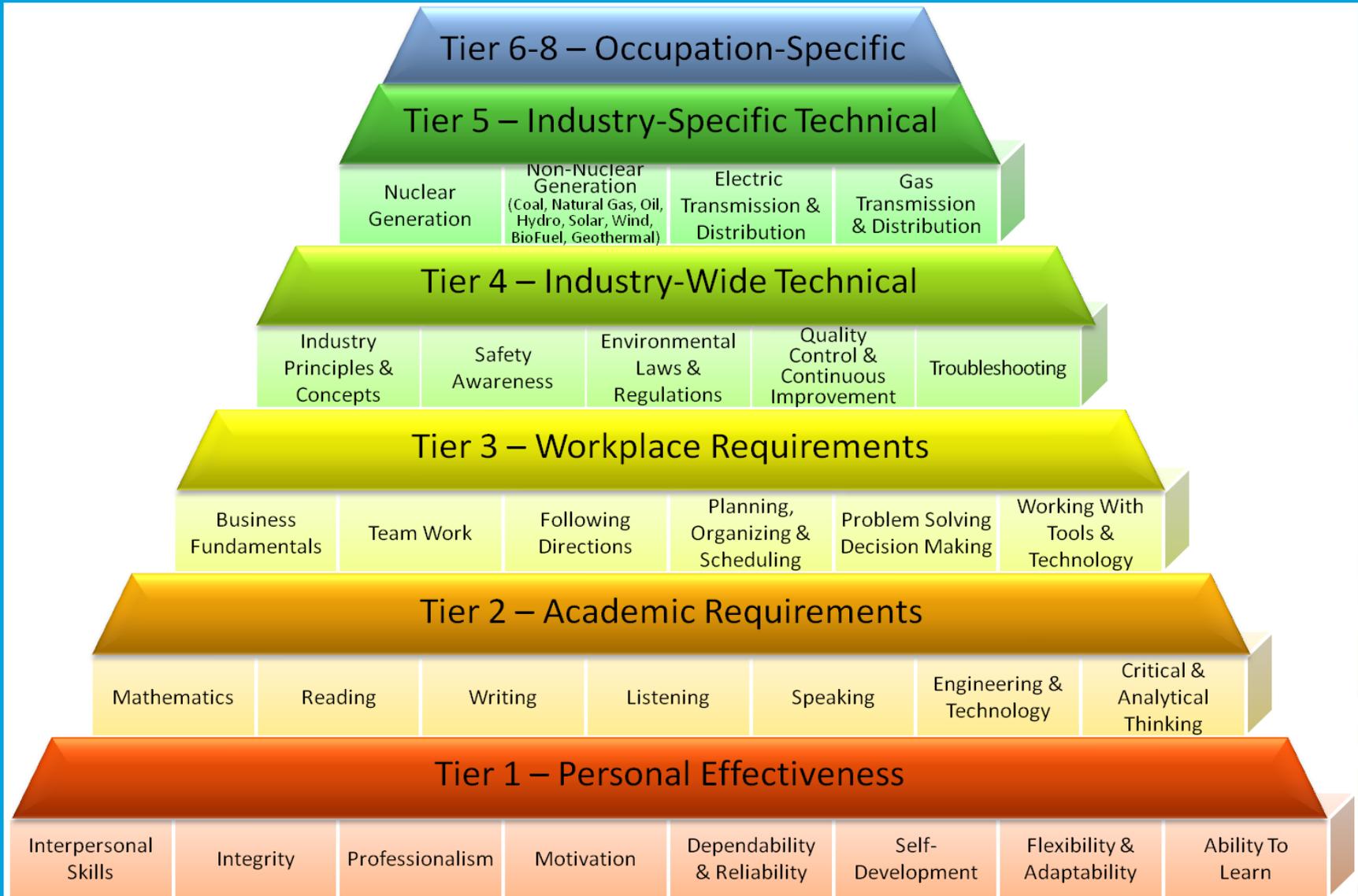
**At least half of electric utilities' technical workforce will be eligible for retirement in the next five to ten years. PG&E expects 45% of its workforce will retire by 2015.**

# New Energy Academy Schools

- Berkeley High School
- Berkeley Unified School District
- Edison High School
- Fresno Unified School District
- Foothill High School
- Twin Rivers School District
- Independence High School
- Kern County School District
- Venture Academy
- San Joaquin County Office of Education



# Energy Competency Model



# Primary Roles and Responsibilities

## PG&E

Fund new Energy Career Academies (1 million dollars) in 2011  
Liaison with CDE and academies  
I.D. schools with CDE  
Leverage involvement of stakeholders, business and nonprofit partners  
Serve as curriculum advisors and volunteers  
Disseminate results

## California Department of Education

Continue academy process and funding  
Share resources and opportunities  
Provide administrative oversight  
Ensure fidelity with CPA model  
Collaborate on work-based learning experiences  
Assist in curriculum development  
Facilitate and arrange staff development and collaboration opportunities  
Collect, evaluate and share program and student performance data

## Schools

Organize teacher teams  
Implement grant and reporting requirements  
Support curriculum development

- **NCCER** (National Center for Construction Education and Research) and **NEED** (National Energy Education Development Project)

Attend trainings  
Recruit students per model

# How are we doing?

2011/2012

- Spring: Committed \$1 million to the program, including \$100k for classroom enhancements and curriculum development and \$1k for scholarships for each graduate of the program
- Schools hosted energy fairs in partnership with PG&E
- Summer: Teacher Training
- Fall: CTEs NCCER trained
- Summer: Teacher Externships



# What do the students say?

- I really appreciated PG&E coming to our school and donating a million dollars to the New Energy Academies. The thousand dollar scholarship for each academy student was amazing and we are all grateful for such a generous gift. Our school and student body will really benefit from the donation and we would like to personally thank them for keeping us in mind when they have so many other important things to think about.

**Erin Cantrell**

- In class our teachers have us learning about the many sources of energy. They teach us how we can preserve energy and how we the people can try to save our world. Not only do we learn about energy and utility but also about business and responsibility.

**Morgan Cortez**

- Being in the library today with all the PG&E workers, our academy advisory, and all the other people was a great experience...It showed me that people that don't know me have faith in me to succeed and it encouraged me to keep working so that I can get into a good college and put the money they gave me to good use.

**Crystal Hammond**

# Opportunities and Challenges

## Opportunities

- Demonstrate PG&E's committee to education (pioneer in energy education)
- Help educate students about energy, the utility field, and career awareness
- Aid in adding the practical application that gives meaning to the theoretical knowledge being learned in the classroom
- Assist in increasing high school graduation rates
- Supply guest speakers, field trip sites, teacher externship and student internships to academies
- Input into energy curriculum statewide utilizing CDE channels
- Leverage our resources to best support effective educational strategies and provide more opportunities for students to succeed

## Challenges

- Is uncharted territory
- Is difficult to obtain the appropriate support personnel to assist the project
- Are not able to help all academies and their students
- Procure suitable curriculum for high school students
- Communicate everything that needs to be communicated

# Please view video on the Fresno NEA

<http://www.pgecurrents.com/2011/06/08/edison-high-celebrates-successful-first-year-of-the-new-energy-academy/>

Leah Casey  
LMCv@pge.com



# Questions?

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# Thank you to our speakers

- Host Sandra Mittelsteadt, Project Leader, *National Career Academy Initiative*  
[sandra.mittelsteadt@gmail.com](mailto:sandra.mittelsteadt@gmail.com)
- Moderator Jan Struebing, Executive Director, *National Career Academy Coalition* [jstruebi@sbcglobal.net](mailto:jstruebi@sbcglobal.net)
- Leah Casey, Program Manager, Community Relations, *Pacific Gas & Electric* [LMCv@pge.com](mailto:LMCv@pge.com)
- Ruthe Ashley, President & Founder, *Diversity Matters*  
[rutheashley@gmail.com](mailto:rutheashley@gmail.com)



GLOBAL  
COMPETITIVENESS  
STUDENT  
SUCCEED  
LEADING CHANGE  
COLLEGE & CAREER  
READINESS  
ECONOMIC DEVELOPMENT  
TECHNICAL KNOWLEDGE  
ECONOMIC VITALITY  
LEADERSHIP  
TRANSFORMING EXPECTATIONS  
HIGH-DEMAND  
LEARNING  
SKILLED  
SUSTAINABLE  
WORKFORCE  
READINESS  
GLOBAL  
COMPETITIVENESS  
ENTREPRENEURSHIP  
WORLD CLASS  
TECHNICAL  
KNOWLEDGE  
INNOVATION  
HIGHER  
GRADUATION  
RATES  
STUDENT  
SUCCEED  
OPPORTUNITY  
CAREER  
LEADERSHIP  
ECONOMIC  
RELEVANCE  
INNOVATION  
RIGOR  
ECONOMIC VITALITY  
RELEVANCE  
ENTREPRENEURSHIP  
LEADING CHANGE  
MAKING THE  
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HIGHER  
GRADUATION  
RATES



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